



## Subject on a Page

## History



At St. Cuthbert's we want our pupils to be enthusiastic historians who understand that history is about real people who lived, and real events, which happened in the past.

### Intent: What do we want for all our pupils?

History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. Our curriculum teaches our pupils to be proud of where they live and understand their local heritage and how it relates to the national and global story. Our children will:



**Understand chronology:** know where the units they study fit within a chronological framework



**Think like an historian:** explore change, continuity, similarity, difference, cause & consequence



**Investigate the past:** learning how historians work, making inferences using primary sources & interpretations



**Communicate:** use appropriate vocabulary, retell & recall events, ask & answer questions, construct arguments & reach conclusions



**benefit from a carefully sequenced curriculum with strong links to KS3**

### Implementation: How we sequence & teach our history curriculum

#### Curriculum Design

Within history, the key elements detailed above are the threshold concepts of our curriculum. When combined, these concepts ensure that our pupils can access a deep understanding of history. Pupils make progress in history by developing their knowledge about the past (this knowledge is often described as 'substantive knowledge') & their knowledge about how historians investigate the past, & how they construct historical claims, arguments & accounts (often described as 'disciplinary knowledge'). The threshold concepts relate to different aspects of disciplinary knowledge, & substantive knowledge is vital to all of them. Our curriculum has been designed alongside primary & secondary curriculum leads from Bishop Chadwick Catholic Education Trust as well as curriculum advisers from County Durham to ensure retention of knowledge, progression & continuity. When pupils leave us they are ready to continue their learning in KS3.

History is taught in EYFS as an integral part of topic work through child-initiated & adult led activities. Pupils are given the opportunity to find out about past & present events in their own lives, & those of their families & other people they know. This helps pupils to develop awareness of the past, which is then built upon in Year 1 when pupils' understanding of the past starts to develop into an awareness of a chronological framework in which people & events can be placed. They do this through looking at changes within & beyond living memory. Pupils' chronological framework is further enhanced in Year 2 when they study key events (fantastic firsts) building upon their understanding of how we find out about the past by asking & answering questions. Pupils also build upon their studies of Women in History by Comparing Queens which allows them to develop the skill of identifying similarities & differences between different periods to an even greater degree than in Year 1.

Key Stage 2 is sequenced chronologically, to help pupils build a rich understanding of change & continuity in British, local & world history. Pupils study local & British history, & a history of the wider world in parallel. Starting with a study of the Stone Age in Year 3, pupils study how Britain has developed through the Bronze Age & Iron Age, leading on to the impact that the Roman Empire had on the island in Year 4, & changes under the Anglo-Saxons & Vikings in Year 5. Our local context as an industrial town developed in the Victorian period is studied in Year 5 & then further developed through examining the impact of the Great Wars on our local area. This allows pupils to understand the history of the UK as a coherent, chronological narrative. Throughout Key Stage 2 pupils also study ancient civilisations & aspects of the wider world - Ancient Egypt in Year 3, Ancient Greece in Year 4 & the Ancient Maya in Year 6. In Year 6, pupils complete a thematic study of Crime & Punishment through Time which allows them to establish clear narratives across the periods studied, & note connections, contrasts & trends over time.

Whilst it is important for children to have facts, we wish to encourage independent & critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' & 'where'. All history topics start with a question, that pupils contribute to answering throughout the unit.

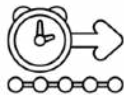
History	Topic 1	Topic 2	Topic 3	Topic 4
EYFS	My History Box - news and language linked to our own past	Where do I live? What was here in the past? My Local History	Neil Armstrong and the first moon landing	Toys
Year 1	My High Street - Changes in our Town	Transport & Travel - significant people in our past		
Year 2	Why do we Remember? Learning about Remembrance Sunday	Comparing Queens and their Eras		
Year 3	Stone Age to Iron Age	Why did the Ancient Egyptians build pyramids?		
Year 4	Ancient Greece	Romans		
Year 5	Saxons and Vikings	Local History - how did Seaham become a town?		
Year 6	Crime and punishment	The Great Wars	The Ancient Maya	

### Lesson Design

Lessons vary in approach but will include the following over a unit of work:



All lessons begin with recall of previously taught knowledge



Placing the learning into chronological context



Investigating sources and artefacts



Thinking historically and forming ideas and opinions



Sharing thoughts with adults and peers



Communicating like an historian

## Impact: How do we assess our history curriculum?

Ongoing formative assessment is essential in supporting pupils in history to address misconceptions and provide the opportunity for teaching staff to close any gaps in knowledge as well as extending and challenging pupils. End of topic assessments are used, which enable teachers to see which pupils are consistently retaining knowledge well. From these and ongoing assessment in lessons, teachers are able to make a judgement on which pupils are working at age related expectations, those who are working towards age related expectations as well as identifying any pupils who are exceeding.

**EXCEEDING EXPECTATIONS:** Pupils who are exceeding the expectations will typically be providing evidence of achievements which consistently extends their learning beyond the confines of the task. They show a deeper understanding and mastery than their peer group.

**MEETING EXPECTATIONS:** Pupils who are meeting expectations in full will typically show consistent evidence of achievement which shows understanding and confidently approaches tasks and topics. They are working at an appropriate level for their peer group.

**NOT YET MEETING EXPECTATIONS:** Pupils who are not meeting expectations may be showing weakness, gaps in knowledge or less confidence in some areas and may have needed adaptive teaching to achieve the intended outcomes.

The subject coordinator monitors the teaching and evidence of history through the Bishop Chadwick CET 5 strand approach which focuses on: teaching and learning in lessons, books, planning, pupil voice and data.